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0122937

10 February 1965

MEMORANDUM FOR: Deputy Director of Personnel

SUBJECT : JOT Class

1. You asked that we provide you with suggestions or clues regarding your forthcoming talk to the JOT's.

2. I have discussed the presentations made by all of my people and I think some very significant comments were made and agreed upon by all.

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25X1A 3. Perhaps I should relate this to the most recent talk given by [redacted] and [redacted] on the Placement function. [redacted] thought he 25X1A had a good hour with them and got good response, but did say he detected a certain note of passiveness amongst a large share of the group. During the course of his discussion he introduced [redacted] as the Support Place 25X1A ment Officer. [redacted] held up his share of the general discussion and after the talk was finished (the last of the afternoon) [redacted] was held 25X1A in conversation with various members of the group for up to forty minutes. It is apparent that the reason for this continuing discussion was due to [redacted] role as Placement Officer for Support personnel. One student asked 25X1A [redacted] how one got out of the Program and pointed out that there are five or six in the group ready to "walk out".

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4. This feeling was very vaguely reflected in my own conversations with the group before and after my one and one-half hour with them. It was reported to me by [redacted] who had the same impression. We are all in agreement in terms of actual informal talks with certain of the students that they are very uncertain about their status. [redacted] was asked if it 25X1A were not true that this course was simply a "make work" undertaking; that, due to the lack of job openings, there was no place for these students to go, and that they were being kept in an extended training capacity because of job restrictions.

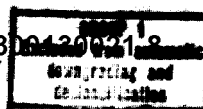
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5. A number of students expressed the concern that there is no immediate job assignment for them and that, in fact, they are going to be kept five or six years under a "microscope", as one student put it.

6. For myself, I talked to a group of four or five for ten minutes before my session and about the same time following my session. I received the same impression from them of a feeling of vagueness over the

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purpose of their training and particularly in relation to what the future holds for them. [REDACTED] was very concerned over this same impression given him by a number of students.

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7. [REDACTED] was asked why the students were being put through this kind of training exercise. His response was that as a selected group of Support JOT's this training was intended to provide them with an across-the-board package of information which they would never get any other way if direct assignment into an individual Support component was made for each. This course, he said, provides a broad frame of reference for whatever assignment they might be given. It is his suggestion, which I heartily endorse, that when you talk with them, even if the question is not put to you, you devote some time to telling these people why they were selected, what the future holds for them, and what we are trying to do in providing this kind of training. In other words, to put these procedures into a meaningful context for them. I would urge that before you talk to these people you touch base with the DDS Office to find out what has actually been said to them either as a group or as individuals in terms of the meaning of the training, the scope of the entire DDS/JOT Program and the kinds of work assignments they will be getting.

8. These young people are restive and uncertain. I think there is a very genuine feeling of rootlessness in many of them in terms of their present situation in the Agency and in this Directorate. I would not be at all surprised if a number of the questions you get are in some way subtly related to this feeling of drifting.

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[REDACTED]
Chief, Personnel Operations Division

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